Ware Shoals Primary

15269 Indian Mound Road
Ware Shoals, South Carolina 29692

Grades	PK−3 Elementary School	
Enrollment	403 Students	
Principal	Jean Powell	864−861−2261
Superintendent	Fay S. Sprouse	864−456−7496
Board Chair	Ed Farr	864−456−7496

THE STATE OF SOUTH CAROLINA
2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING   AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	73	19	1

IMPROVEMENT RATING   EXCELLENT

ADEQUATE YEARLY PROGRESS   YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

http://ed.sc.gov
http://www.sceoc.org

PERFORMANCE TRENDS OVER 4−YEAR PERIOD

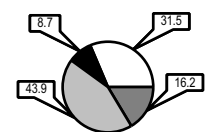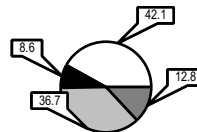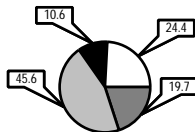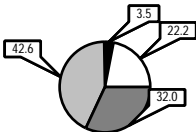|	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	No
2004	Average	Average	Yes
2005	Average	Average	No
2006	Average	Excellent	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory − School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005−06 whose 2004−05 test scores were located.   100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

English/Language Arts   Mathematics   Science   Social Studies
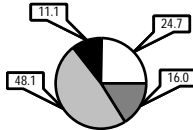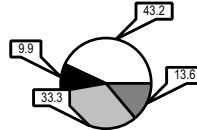
Our School

English/Language Arts: 29.6, 11.1, 13.6, 45.7
Mathematics: 11.1, 24.7, 16.0, 48.1
Science: 43.2, 9.9, 13.6, 33.3
Social Studies: 6.2, 28.4, 18.5, 46.9

Elementary Schools with Students like Ours

English/Language Arts: 3.5, 22.2, 32.0, 42.6
Mathematics: 10.6, 24.4, 19.7, 45.6
Science: 42.1, 8.6, 12.8, 36.7
Social Studies: 8.7, 31.5, 16.2, 43.9
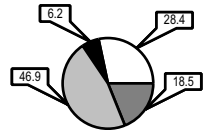
Definition of Critical Terms

■	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
■	Proficient	Well prepared to work at next grade level; met expectations
■	Basic	Met standards; minimally prepared, can go to next grade level
□	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts − State Performance Objective = 38.2%									
All Students	92	98.9	13.6	29.6	45.7	11.1	66.7	Yes	Yes
Gender									
Male	42	100.0	20.0	27.5	45.0	7.5	60.0	N/A	N/A
Female	50	98.0	7.3	31.7	46.3	14.6	73.2	N/A	N/A
Racial/Ethnic Group									
White	68	98.5	8.2	27.9	49.2	14.8	75.4	Yes	Yes
African American	22	100.0	27.8	38.9	33.3	0.0	38.9	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	74	100.0	10.9	28.1	46.9	14.1	70.3	N/A	N/A
Disabled	18	94.4	23.5	35.3	41.2	0.0	52.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Migrant	92	98.9	13.6	29.6	45.7	11.1	66.7	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non−Limited English Proficient	90	98.9	12.7	30.4	45.6	11.4	67.1	N/A	N/A
Socio−Economic Status									
Subsidized meals	58	98.3	20.8	35.4	41.7	2.1	54.2	Yes	Yes
Full−pay meals	33	100.0	3.0	21.2	51.5	24.2	84.8	N/A	N/A
Mathematics − State Performance Objective = 36.7%									
All Students	92	98.9	23.5	49.4	16.0	11.1	35.8	Yes	Yes
Gender									
Male	42	100.0	32.5	37.5	17.5	12.5	32.5	N/A	N/A
Female	50	98.0	14.6	61.0	14.6	9.8	39.0	N/A	N/A
Racial/Ethnic Group									
White	68	98.5	14.8	50.8	21.3	13.1	42.6	Yes	Yes
African American	22	100.0	50.0	44.4	0.0	5.6	11.1	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	74	100.0	21.9	45.3	20.3	12.5	42.2	N/A	N/A
Disabled	18	94.4	29.4	64.7	0.0	5.9	11.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Migrant	92	98.9	23.5	49.4	16.0	11.1	35.8	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non−Limited English Proficient	90	98.9	22.8	49.4	16.5	11.4	35.4	N/A	N/A
Socio−Economic Status									
Subsidized meals	58	98.3	31.3	58.3	6.3	4.2	20.8	Yes	Yes
Full−pay meals	33	100.0	12.1	36.4	30.3	21.2	57.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
Science							
All Students	92	100.0	42.7	34.1	13.4	9.8	23.2
Gender							
Male	42	100.0	40.0	35.0	12.5	12.5	25.0
Female	50	100.0	45.2	33.3	14.3	7.1	21.4
Racial/Ethnic Group							
White	68	100.0	32.3	38.7	17.7	11.3	29.0
African American	22	100.0	77.8	16.7	0.0	5.6	5.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	74	100.0	39.1	34.4	14.1	12.5	26.6
Disabled	18	100.0	55.6	33.3	11.1	0.0	11.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Migrant	92	100.0	42.7	34.1	13.4	9.8	23.2
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non−Limited English Proficient	90	100.0	42.5	33.8	13.8	10.0	23.8
Socio−Economic Status							
Subsidized meals	58	100.0	57.1	30.6	10.2	2.0	12.2
Full−pay meals	33	100.0	21.2	39.4	18.2	21.2	39.4
Social Studies							
All Students	92	100.0	28.0	47.6	18.3	6.1	24.4
Gender							
Male	42	100.0	30.0	50.0	15.0	5.0	20.0
Female	50	100.0	26.2	45.2	21.4	7.1	28.6
Racial/Ethnic Group							
White	68	100.0	22.6	48.4	21.0	8.1	29.0
African American	22	100.0	44.4	44.4	11.1	0.0	11.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	74	100.0	25.0	45.3	21.9	7.8	29.7
Disabled	18	100.0	38.9	55.6	5.6	0.0	5.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Migrant	92	100.0	28.0	47.6	18.3	6.1	24.4
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non−Limited English Proficient	90	100.0	27.5	47.5	18.8	6.3	25.0
Socio−Economic Status							
Subsidized meals	58	100.0	36.7	51.0	10.2	2.0	12.2
Full−pay meals	33	100.0	15.2	42.4	30.3	12.1	42.4

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

Year	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	88	100.0	7.1	44.0	45.2	3.6	48.8
2005	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	92	98.9	13.6	29.6	45.7	11.1	56.8
2006	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	88	100.0	15.5	66.7	11.9	6.0	17.9
2005	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	92	98.9	23.5	49.4	16.0	11.1	27.2
2006	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	88	100.0	28.6	53.6	14.3	3.6	17.9
2005	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	92	100.0	42.7	34.1	13.4	9.8	23.2
2006	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	88	100.0	23.8	60.7	11.9	3.6	15.5
2005	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	92	100.0	28.0	47.6	18.3	6.1	24.4
2006	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 403)				
First graders who attended full−day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	5.3%	Up from 5.2%	3.7%	2.8%
Attendance rate	91.5%	Down from 96.1%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.1%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	1.1%	No change	0.0%	0.0%
Eligible for gifted and talented	4.2%	Down from 5.7%	8.8%	10.4%
On academic plans	N/A	N/AV	39.9%	33.6%
On academic probation	N/A	N/AV	1.4%	1.0%
With disabilities other than speech	9.1%	Up from 7.1%	8.4%	7.5%
Older than usual for grade	1.4%	Up from 1.1%	1.2%	0.8%
Out−of−school suspensions or expulsions for violent &/or criminal offenses	1.5%	Down from 3.9%	0.0%	0.0%
Teachers (n= 28)				
Teachers with advanced degrees	60.7%	Up from 57.1%	53.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	86.8%	Down from 87.3%	87.3%	87.3%
Teacher attendance rate	95.3%	Up from 94.9%	95.2%	94.9%
Average teacher salary	$36,833	Up 1.2%	$42,257	$42,485
Prof. development days/teacher	16.3 days	Up from 6.8 days	14.0 days	13.3 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student−teacher ratio in core subjects	11.9 to 1	Down from 14.6 to 1	18.0 to 1	18.6 to 1
Prime instructional time	85.9%	Down from 89.6%	89.7%	89.7%
Dollars spent per pupil*	$6,897	Up 5.2%	$6,364	$6,557
Percent of expenditures for teacher salaries*	55.3%	Down from 59.0%	63.3%	64.0%
Percent of expenditures for instruction*	65.6%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%

	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	No

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Ware Shoals Primary is to provide high quality educational experiences in a nurturing environment and to encourage successful, responsible, and productive citizenship. Highlights from this year include:

Academic Excellence: We challenged students academically through enrichment programs such as Accelerated Reader, 100 Books Club, Governor's Reading Awards, and many more. Teachers provided instruction that was multi-level, thereby addressing the needs of all students. Frequent assessments enabled teachers to identify students' needs and provide appropriate instruction based on formative assessments. Students were provided with many opportunities to learn outside the classroom through field trips. In January, we began a new reading intervention program for struggling readers.

Technology: Students in 5K through 3rd grades work daily in the computer lab on SuccessMaker, a program that enhances academic skills. Classrooms are equipped with Internet access, and student computer stations allow students to conduct research, develop graphic organizers, as well as complete learning assignments. Streamline Video has been a great instructional resource for teachers to enhance student learning.

Professional Development: The faculty has been involved in professional development in an effort to continuously improve our instruction and assessment practices. We received a grant to fund a portion of a science coach's salary this year so teachers have participated in science professional development throughout the year. Teachers have implemented additional reading assessments and continue to enhance their skills in developing literacy centers and providing guided reading instruction.

Parent and Community Involvement: Strong community involvement has allowed us to continue our HOSTS (Helping One Student To Succeed) program. Our school benefits from the support and input of an active PTA and SIC. Quarterly Class Share Nights and agendas have provided a wealth of opportunities for parents and teachers to communicate throughout the year.

Character Education: The entire school is participating in the Core Essentials Program that teaches tolerance, respect, problem solving, and citizenship. Staff members have implemented the PBIS program in an effort to provide consistent expectations for student behavior. Excellent behavior has been rewarded with monthly celebrations for students who met positive behavioral goals.

At Ware Shoals Primary, we will continue to provide our students a rigorous curriculum with highly qualified and caring teachers and staff who have high expectations for student learning. We will continue to provide opportunities to increase parent involvement and work toward developing additional community partnerships as we seek to provide an excellent learning environment for the children that are entrusted to us.

Jean Powell, Principal and SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	88	65
Percent satisfied with learning environment	100.0%	80.7%	91.9%
Percent satisfied with social and physical environment	100.0%	87.5%	85.9%
Percent satisfied with school−home relations	96.9%	82.6%	85.9%

*Only students at the highest elementary school grade level at this school and their parents were included.